

## BCR 2: Vision

### Overall Vision

We envision that *the* Beaufort County School District, in collaboration with an engaged community, is committed to actively ensuring that each learner develops his/her potential by providing an excellent education in a safe, nurturing learning environment. *Our primary vehicle to engage community stakeholders will be our established School Improvement Councils.*

### Looking to the Future

The District prepares its students for the world of the future by providing them with a broad spectrum of opportunities for further education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in a global economy and motivated to pursue learning throughout their lifetimes.

### Commitment to Opportunity

The District values its diversity and acknowledges that all people contribute to the well-being of society. The District provides opportunities for its students and employees to grow educationally, personally, and professionally.

### Community Support

Beaufort County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of the District and its children draws businesses to Beaufort County. Citizens and businesses support the financial and capital needs of the school system.

### Achievement

Beaufort County students achieve at high levels across a broad spectrum of pursuits. The community values a well-rounded education that goes beyond basics and encompasses the arts, literacy, technology, and preparation for the world of work. The District provides a breadth and depth of opportunities to allow students to stretch their capabilities.

### Accountability

The Superintendent and staff are accountable for the academic achievement of all students. The Board measures academic progress to ensure that students, regardless of race, poverty, language, or disability, will exit Beaufort County School District with the knowledge and skills necessary for college, employment, or their next endeavor. The District spends money productively and efficiently. The administration directs funds to the classroom and finds ways to improve performance across the spectrum of academic programs and outcomes, as well as business processes.

#### BCR 4: Board Role and Job Description

The role of the Board is to focus community attention towards ensuring the successful education of students in a manner consistent with the *Beliefs, Vision, and Mission* adopted by the Board.

To carry out that role, the Board will:

1. establish expectations for student achievement, provide resources to enable students to meet those expectations, and hold the Superintendent accountable for the academic progress of all District students.
2. develop *Results* policies and rigorously monitor performance against approved performance benchmarks.
3. hire a Superintendent whose qualifications meet those contained in the Superintendent's job description and who the Board believes can meet the responsibilities of the position and evaluate his/her job performance in line with his/her contract and the *Performance Expectations* and *Results* established in the Strategic Governance Plan.
4. adopt operating and capital budgets that support the Board's *Results* and *Performance Expectations*.
5. obtain community input about expectations for student achievement and preparation for their future beyond grade twelve, *utilizing the SICs as a primary vehicle*.
6. exercise stewardship by monitoring a) the use of resources to ensure that operating and capital funds are spent wisely and effectively, and b) the participation of Minority and Women Business Enterprises in the District's overall procurement process.
7. expect the Superintendent and his/her staff to respond appropriately and in a timely manner to educational issues and concerns.
8. build coalitions with parents, community members, and groups representing the diverse elements of Beaufort County, *utilizing SICs and PTOs as primary vehicles*, and foster the participation of Minority and Women Business Enterprises in the District's overall procurement process.
9. advocate for the needs of the District and the children it serves with local, state, and federal elected and appointed officials.
10. respect the value and importance of all District students and employees.
11. ensure acceptable Superintendent performance through effective monitoring of *Results* and *Performance Expectations* policies.
12. ensure acceptable Board performance through effective evaluation of Board *Commitments and Responsibilities* and *Accountability and Monitoring* policies and processes.
13. appoint an independent auditor to conduct an annual external review of the District's financial condition and report directly to the Board. The auditor shall serve no more than five consecutive years.
14. define job roles, hire, and evaluate an executive assistant to the Board.
15. *at a minimum, individually and or collectively, conduct community Sharing Sessions in each member's district or area from which they are elected. Those known dates will be added to the Board of Education's annual calendar and will be posted.*
16. *direct the Superintendent to develop and maintain a local protocol to promote the effectiveness of the SIC and communication between the District and the SICs. An annual report on the effectiveness of the protocol will be reviewed with the Board.*



## PE 9 COMMUNITY RELATIONS

### 6. Protocol

September 6, 2011 Final

#### Purpose:

To promote the effectiveness of School Improvement Councils in each school, in their legislated role as advisors to the principal, and

To ensure timely and relevant (meaningful) comprehensive communication among Beaufort County School District's School Improvement Councils (SICs), principals, administration and Board of Education.

The Superintendent shall ensure that:

Each school principal establishes and engages a School Improvement Council (SIC), as specified in law with emphasis on diversified community stakeholders' participation.

Each school principal establishes and engages a parent-teacher association/organization (PTA/O) in accord with Board of Education expectations.

Representation of SICs is reported to state School Improvement Council Assistance office.

Annual training for School Improvement Councils is provided.

Regularly scheduled meetings of SICs (at least monthly) are held at each school or as a part of a cluster SIC meeting.

Duties of SICs and PTA/Os are defined by each school's respective groups.

Principals will hold joint SIC/PTA/O leadership meetings at least twice/year for their cluster attendance area.

At least two meetings (one fall and one spring) for SICs are scheduled with the Board of Education each year. In addition, notice is made of School Board meetings to SIC members.

Feedback is solicited from SICs by schools and district on matters relating to school improvement, such as annual budget development, major curriculum or program changes. Examples include health education curriculum and honors course sequences.

Timely and user-friendly information about district and school activities is made available to SIC and PTA/O leaders and membership via website, electronic mail, instant news blasts, print newsletters, and an annual fall meeting for SIC and PTA/O members.

Feedback on communication with SICs and PTA/O leaders shall be solicited annually via survey. Primary areas of effectiveness to be assessed include timeliness, relevance and user-friendliness of information.

Recommendation: Amend Performance Expectations 9 of Community Relations and add to Board of Education work plan for monitoring in July of each year.

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